DOCUMENT RESUME

ED 295 888 SO 019 127

TITLE Louisiana Social Studies Fairs: Bulletin 1133. (Revised).
INSTITUTION Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE 87
NOTE 46p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - General (130)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Citizenship Education; Community Programs; Competition; Elementary Secondary Education; *Exhibits; Experiential Learning; Learning Activities; Learning Experience; *Program Descriptions; Program Guides; Regional Programs; *Social Studies; State Programs
IDENTIFIERS *Louisiana

ABSTRACT

Social studies fairs provide opportunities for citizenship education and for involvement in activities that emphasize thinking and inquiry skills. The Louisiana local, regional, and state social studies fairs present exhibitions of projects prepared by elementary and secondary school students to portray applications of basic principles, generalizations, or research in studies of people in relation to their environment. This document presents: (1) the social studies fair goals; (2) fair rules and regulations for teachers and students; (3) an explanation of various social studies disciplines; (4) information about local and regional fairs; (5) a description of awards; and (6) information for regional fair directors. Forms for fair entries and judging are included. A guide to social studies projects includes information about: (1) project design; (2) displays; (3) size and weight requirements; (4) research papers; (5) oral presentations; and (6) parent involvement. Titles of 1986 fair projects, a map of Louisiana regional fair areas, a list of fair directors, and charts are also included. (JHP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED295888

Louisiana Department of Education

Louisiana Social Studies Fairs
Bulletin 1133
(Revised)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Leilani Urbatsch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Thomas G. Clausen, Ph.D.
Superintendent of Education

SO 019127

BEST COPY AVAILABLE

Louisiana Department of Education

Louisiana Social Studies Fairs
Bulletin 1133
(Revised)

1987

Issued by the Office of Academic Programs

Thomas G. Clausen, Ph.D.
State Superintendent of Education

TABLE OF CONTENTS

Foreword iv

Acknowledgements..... v

The State Board of Elementary and Secondary Education..... vi

Members of the Writing Committee..... vii

State Department Personnel..... viii

Purposes..... 1

General Regulations for Teachers and Students..... 2

Social Studies Disciplines..... 3

Fair Regulations..... 6

Local and Regional Fairs..... 10

Social Studies Fair Awards..... 12

Information for Regional Fair Directors..... 14

State Fair Entries Form..... 15

Official Entry Form..... 16

Judging Form..... 17

Table of Contents: Continued

A Guide to Social Studies Fair Projects..... 18

The Basics of a Social Studies Project..... 19

Project Display..... 23

Size and Weight Requirements..... 25

The Research Paper..... 26

Elements in a Research Paper..... 28

The Oral Presentation..... 29

Parent Involvement..... 30

Titles From the 1986 Social Studies Fair..... 31

Map of the Regional Social Studies Fair Areas..... 33

Regional Fair Directors..... 34

FOREWORD

Social studies education has traditionally been involved with citizenship education. Students need to acquire the knowledge, develop the skills, and foster the values and beliefs necessary to participate in a democratic society. Students can be educated for a democratic society through activities that promote the improvement of creative thinking and inquiry skills. Social studies fairs provide an excellent opportunity for involvement in activities which heavily emphasize thinking and inquiry skills and associated values and attitudes.

The local, regional, and state fair programs offer students the means for investigating the problems and issues of society. Students have the opportunity to satisfy their curiosity, to creatively express themselves, and to utilize their talents in mildly competitive situations. The fundamental benefit that students achieve is the life-long learning that results from involvement in social studies fairs.

The Department of Education is pleased to support this program and is very grateful to the teachers, principals, fair directors, and other fair supporters for their invaluable service in making this a worthwhile educational experience for our students.

Thomas G. Clausen

Thomas G. Clausen, Ph.D.

Acknowledgements

This publication represents the cooperative efforts among the Social Studies Section of the Bureau of Secondary Education, members of the Bureau of Curriculum, Inservice, and Staff Development, and members of the Louisiana Social Studies State Fair Program. Recognition goes to Mr. Louis J. Nicolosi and the LSU faculty members who have co-directed the Social Studies State Fair Program for the last twenty years. Special recognition goes to the Members of the the Louisiana Social Studies State Fair Committee, Regional Fair Directors, and the hundreds of sponsoring teachers who have supported and conducted the Social Studies Fairs Program in Louisiana.

William E. Stephens, Jr.
William E. Stephens, Jr.
Assistant Superintendent
Office of Academic Programs

Helen Brown
Helen Brown, Ed.D., Director
Bureau of Curriculum, Inservice,
and Staff Development

P. Edward Cancienne, Jr.
P. Edward Cancienne, Jr., Ph.D.
Director
Bureau of Secondary Education

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

Mr. Milton Hamel
President
Fourth Congressional District

Dr. Claire R. Landry
Vice President
First Congressional District

Mrs. Marie Louise Snellings
Secretary-Treasurer
Fifth Congressional District

Mr. Keith Johnson
Second Congressional District

Mr. Jack Pellegrin
Third Congressional District

Mr. Jessie Bankston
Sixth Congressional District

Dr. John A. Bertrand
Seventh Congressional District

Reverend Lionel Johnson
Eighth Congressional District

Dr. James E. Meza, Jr.
Executive Director

Members of the
Social Studies Fairs Bulletin
Revision Committee--1986

Mrs. Marietta Booth
Brame Junior High
Rapides Parish

Mrs. Alice LeJune
Ball Elementary
Rapides Parish

Mrs. Anne Nolan Miller
Winbourne Elementary School
East Baton Rouge Parish

Mrs. Catherine St. Amant
Central Office
East Baton Rouge Parish

Mrs. Toni Wimberly
Westdale Middle School
East Baton Rouge Parish

State Department of Education Personnel

Bureau of Secondary Education

Dr. P. Edward Cancienne, Director
Mrs. Marlene Ritter, Assistant Director
Dr. William Miller, Section chief, Social Studies

Bureau of Curriculum, Inservice, and Staff Development

Dr. Helen Brown, Director
Mr. Paul Vanderburg, Section Chief
Mr. Roy Coats, Supervisor
Mrs. Cornelia B. Barnes, Administrative Officer

SOCIAL STUDIES FAIRS

PURPOSES

Annual local, regional, and State Social Studies Fairs present exhibitions of projects prepared by elementary and high school social studies students. Each presentation is designed to show application of a basic truth or generalization or to show research in a study of people in their relation to physical environments.

Below are some of the more specific goals of the Social Studies Fairs program:

1. To recognize and reward outstanding scholarship and achievement by social studies students.

2. To provide students and teachers with an opportunity to examine and to learn the ideas and principles of American democracy and the spirit of patriotism as taught in social studies.

3. To provide students and teachers with an opportunity to relate their daily lives to the ideas and principles taught in social studies.

4. To give students and teachers an opportunity to compare and show what others are doing in social studies throughout the state.

5. To give social studies students an opportunity to interpret the cultural, social, political, and economic forces of our time.

6. To encourage students and teachers to exchange techniques and ideas that have been successful in their classrooms.

7. To encourage students to conduct creative research and discover ways in which they can contribute to the development of society.

8. To lead students to draw heavily on all areas of social studies as a means of broadening and deepening social concepts.

9. To arouse public interest in and appreciation for the broad area of content in social studies.

GENERAL REGULATIONS FOR TEACHERS AND STUDENTS

Projects should be related to a subject being studied and should assist students in learning more about the subject. Group and/or class projects may be entered in all divisions as well as individual projects. They will be judged separately and separate awards will be given. Emphasis will be given to those projects that require methods of research and inquiry, rather than just "show" displays or "collection of things."

All projects must be classified by exhibitors at the time of entry according to the social studies areas listed in the chart below. Teachers should be careful that all projects are entered in the appropriate areas and division and that no subject area has an excessive number of entries. It is recommended that teachers strive for a balance distribution of projects for each subject area.

Social Studies Fair Divisions and Disciplines

DIVISION I (Grades 4-6) I & G	DIVISION II (Grades 7 & 8) I & G	DIVISION III (Grades 9-12) I & G
Anthropology	Anthropology	Anthropology
Economics	Economics	Economics
Geography	Geography	Geography
History	History	History
Political Science	Political Science	Political Science
Sociology	Sociology	Sociology

Individual projects are projects completed by an individual student without assistance from any other student. Group projects are those projects completed by two or more students. In no instance, however, should a group project involve more than the total number of students in a class.

Teachers are urged to use caution in developing group projects which involve an entire class. The purpose of social studies projects is to encourage student learning and to develop social studies skills. The number of students in a group project should be enough to encourage a pooling of talent and skill, but not so many that one or more members of the group make little or no significant contributions to the finished project. Judges will be asked to question students about their particpation in the development of the project.

Social Studies Disciplines

The following is a list of the various social studies related disciplines. The descriptions should assist both students and teachers in properly assigning projects to a correct area. Please note the importance of "man" in each area; it is critically important that all projects stress the role of "man" within each area.

Anthropology -- Culture developed by people living and thinking together

Cultural patterns differ widely among the peoples of the world. Each nation has different mores and folkways. Group culture is influenced by the material factors of life. Nations are influenced by other nations in patterns of daily living. The human race has passed through many stages of cultural change.

Economics -- Wants and needs satisfied by people laboring

People utilize their natural environment to satisfy their needs and wants. They engage in the production of goods and services to satisfy needs and wants. People increase material satisfaction by the exchange of goods and services. They are faced by problems of changing economics, methods and organization.

Geography -- People and nature interact

The management and utilization of the natural environment is a major problem for people. The natural environment is a major problem for people. Their natural environment is greatly diversified, offering both opportunities and restrictions to activities. The natural environment provides the setting and raw material for human activities and is, in turn, altered by that activity. Constant interaction between people and the environment takes place. The geographer studies both the physical and cultural elements of the environment, as well as the interaction between the two.

History -- The continuous narrative of human progress

Nothing in history has occurred in isolation or in a vacuum. The concepts of continuity and change, of cause and effect relationships, and of evolutionary character are understood only when events are linked in the long passage of time.

Political Science -- Group living regulated by social control

Social controls are essential in group living. People have developed the means of regulating group life. Agencies for social control undergo constant change. Society has established regulations to govern human behavior. Different nations have different methods of human control.

Sociology -- People living in groups

Group living is the result of people's social needs. Group living necessitates cooperation within and among groups. Groups are constantly changing in nature and functions. Individual adjustment to group living is constantly necessary.

The following are examples of topics which could be used in each of the disciplines. Care should be exercised that the treatment of the topic is consistent with the discipline it is chosen for.

Anthropology: Ancient civilizations, Native Americans, customs, festivals, types of shelter and food, religion, etc.

Economics: Money, manufacturing, trade, transportation of goods and services, communication, inflation, stock exchange, Common Market, government budgets, etc.

Geography: Ecology, foreign countries, lands and people, maps, flooding, rivers, lakes, cities, conservation, etc.

History: Story of mankind, historical events, places, biographies, personalities, wars, etc.

Political Science: Government agencies, FBI, crime, U.S. Constitution, courts system, international governments, etc.

Sociology: Families, crime, mental health, propaganda, life styles, dreams, television, media, etc.

In selecting and identifying a topic for use in a Social Studies Fair project several things should be kept in mind. It is essential that the student topic establish some relationship to man. The topic and project should be distinctly related to the social sciences and history. Beware of the overlap that can occur with a topic. For example, a student might select a topic related to Indians. Depending on the topic treatment, the project could apply to any number of disciplines. The project could examine the history of Indians (history), how they earned their living (economics), their customs (anthropology), how they lived together (sociology), government policy toward Indians (political science), or where they lived (geography). It is important that the student make it very clear that the topic and its treatment are distinctly related to the discipline chosen for the competition.

Students must avoid the use of topics that are clearly related to pure science areas. For example, the study of geology should not be confused with geography and dinosaurs should not be included in a project unless there is a clear relationship to humans.

A list of project titles used in the 1986 State Social Studies Fair is provided at the end of the guide. These titles are given only to illustrate the range of possible topics. Remember, the titles reflect only one student's perspective on the topic. The social studies program encourages creative, unique selection of topics.

Fair Regulations

All students going to the Social Studies State Fair should be familiar with these regulations. Fair directors are encouraged to duplicate these regulations and give them to students.

1. Projects must conform to Division level and to academic discipline at both the Regional and State competition. Group projects must have one person designated as spokesman for the group. (A group project is one in which at least two students were involved in its development.) The Social Studies Fair director cannot assume responsibility for incorrectly completed forms. No projects will be changed from one category to another at the Regional or State Fair.

2. The exhibitor will be allowed a maximum of five (5) minutes to explain, defend and answer questions on the project. It is mandatory that student presentations not exceed three (3) minutes in order to give the judges time for questions. Judges will use an additional two (2) minutes for questions and answers.

3. Projects are limited to a table space of 30 inches deep (front-to-back) and 36 inches wide (side-to-side). All elements of the project must fit within the space assigned at the Fair and not encroach on adjacent space. No part of the project may be under the display table. No project may exceed 100 pounds in weight and 100 inches in height. Projects must be self explanatory, stand by themselves, and have back and/or side boards. (See picture in accompanying project guide.)

4. All projects must be accompanied by a paper with the appropriate elements. These elements must include a properly written:

   Title Page
   Table of Content
   Abstract
   Body of research paper
   Conclusions
   Footnotes (Division III only)
   Bibliography/References

   (See Social Studies Fair Guide for additional information and examples.)

In regional competition these and other elements MAY be required by the Regional Fair director. Winning projects at the State Fair MUST include the aforementioned elements. Footnotes are required for Division III winners only. Any standard bibliographic form (APA, MLA, Chicago Style, Campbell, Turabian, etc.) is acceptable. All information (including oral information) must be properly cited.

The abstract is a brief (250 words or less) summary of the content and purpose of the project. (See the Guide to Social Studies Fair Projects in this Bulletin for an illustration.)

Project papers in Divisions I and II MAY be handwritten or typed; Division III papers MUST be typed.

5. Cassette players, light bulbs, batteries, etc. must be provided by the entrant. All projects requiring electricity must be accompanied by a minimum 50 foot extension cord. Also, projects using computers must have electrical surge protection devices. All equipment must be contained within the space allocated for the project.

6. The entrant's name, school, home town, or other identifying information is not to be visible anywhere on the project unless it it specifically related to the project. Entrants are not to wear school uniforms or other identifying clothing.

7. No live animals or any type embryos or fetus may be exhibited. Only properly prepared animal skins, hides or stuffed animals can be used in exhibits.

8. The State Fair is not responsible for valuables left on display, especially audio-visual or computer equipment.

9. Only one student will be present to defend a project even in group projects.

10. No individual will be allowed to defend more than one project. No substitute presenters are allowed.

11. There is to be no communication between the student and parents, teachers, or other participants while a student is being judged.

12. No projects are to be removed until after the awards ceremony. (This is to prevent damage to projects on

display and as a courtesy to students who will receive awards later in the Awards Ceremony. A security guard will be present to enforce this regulation.)

13. Projects not removed after the awards ceremony will be removed and discarded by Assembly Center personnel during clean-up operations.

14. Parents and guests will be asked to leave the Assembly Center during the judging.

15. Do not leave your project until the judging in your division/discipline has ended. (Notification will be given to students in the Assembly Center at the end of judging in each area. <u>If your division/discipline has been dismissed and you have not been judged, contact a member of the State Fair Committee immediately!</u>)

16. Do not bring food or beverages into the project display area.

17. Students must strictly adhere to instructions given by Fair and LSU Security personnel.

18. No additional entries from regional competitions will be accepted the day of the State Fair. Only entries certified by Regional Fair Directors and received at least ten (10) working days prior to the State Fair are acceptable. If a registration form was not sent in from a regional competition because of an error at the Regional competition, the student must be prepared to present evidence that the project is eligible and the necessary Fair fee has been paid.

19. Do not block either the aisles or exit/entry corridors, especially during the awards ceremony.

20. If you have a problem or need information, please contact a Fair committee person stationed on the stage for assistance and official information.

21. Projects may be modified or improved between fairs; however, the main theme, title and discipline must be maintained.

22. The regional and State Fair Directors have the authority to make decisions not covered in these regulations on all matters related to their respective Fairs.

23. Decisions of Judges are final.

24. Failure by a student, parent, or teacher to adhere to Fair regulations or requests from Fair Committee members will result in disqualification of the associated student project.

25. Food service facilities are located on the LSU campus and in the area immediately adjacent to campus. (Food may not be brought into the project display area.)

26. Telephones and rest room facilities are available within the Assembly Center at designated locations.

27. Please observe all LSU campus parking regulations, especially during the loading and unloading of projects in front of the Assembly Center. A special area in front of the Assembly Center has been designated for loading projects. Do not leave your vehicle there while registering for the Fair. You must move your car to a designated parking area immediately. Failure to adhere to LSU parking regulations will result in your car being towed away. A FINE MUST BE PAID TO RECOVER YOUR VEHICLE!

28. Once projects are set up for display in the Assembly Center, students are both free and encouraged to visit the LSU campus until the time for judging.

Local and Regional Fairs

When a local fair is held, the following suggestions may by helpful:

The local curriculum director, principal, and social studies teachers choose a date with the superintendent for the school fair early in the school year as to correspond with the school calendar. This will afford each teacher sufficient time to plan projects with students. Careful consideration should be given in selecting a date for the school fair to avoid a conflict with other community activities; this way the parents and public can view the projects. The local fair must also be scheduled early enough to allow for participation in regional and state fairs.

In organizing the fair, it is recommended that a committee be appointed with each member given a specific task, such as: (1) providing space and facilities for the exhibits, (2) securing judges, (3) registering exhibits and exhibitors, (4) securing and awarding prizes, and (5) cleaning activities.

Students may act as assistants in all activities pertaining to the fair, except judging.

All schools are encouraged to hold local fairs in order to select participants to compete at the regional level. If a local school fair is not conducted, selections of winners in each division should be made by a committee of teachers.

It is the responsibility of the local fair chairman, upon completion of the local fair, to submit applications to the regional fair chairman; refer to the map in this Bulletin to determine your region. It is most important that the regional chairman know well in advance the number of proposed projects in order to arrange for display space and secure judges for the regional fair. The number of entries to the regional fair may be limited by the regional director due to lack of space at the fair site.

Each local fair winner completes an application for entry in the regional fair. Applications should be collected from the students and mailed/sent/delivered to the regional director <u>at least 10 days before the date of the regional fair</u>. Space assignment will be made upon receipt of the completed entry forms. NO PROJECT WILL BE ACCEPTED FOR REGIONAL COMPETITION WITHOUT PRIOR RECEIPT OF ENTRY FORM! It is not the responsibility of regional directors or their committees to find space for unregistered projects even

though the project would otherwise be eligible for the regional competition.

It is recommended that the regional advisor request assistance from local fair officials and student participants in conducting the regional fair.

At their discretion, local fair directors may have regulations more or less stringent than those of the State Fair. However, projects entered at the State Fair level must meet all requirements listed in this Bulletin and the annual Fair program.

Social Studies Fair Awards

Local Fair:

Awards should be solicited by the local fair chairman. Publishers, banks, historical societies, service clubs and local business concerns are potential sources of funding. The local school should provide some form of recognition for all participants. A certificate will usually serve this purpose.

Regional Fair:

The Department of Education will furnish appropriate awards for divisional and grand prize winners in the form of plaques, certificates and ribbons. All group awards will be presented to the sponsoring teacher or to the school.

State Fair:

The following are the awards usually presented at the Louisiana State Social Studies Fair:

1. Certificate of Participation: Each student registering at the Fair

2. Certificate of Merit: Each student earning a 1st, 2nd, 3rd or 4th place award

3. Plaques to 1st, 2nd, 3rd, and 4th place winners, individual and group, each division, each discipline

4. Plaques to Grand Prize winners, individual and group, Divisions I, II, and III

5. Plaques are presented to the teachers of each Grand Prize winning student and Grand Prize Runner-Up student. These plaques for outstanding teaching in social studies are provided by the Louisiana Council for Social Studies.

6. Plaques to Grand Prize Runner-ups, individual and group, Divisions, I, II, III

7. Plaques to Louisiana Award winners in Divisions I, II, III.

Note: Because of the number of students involved in a group project, only one plaque will be awarded per group. Additional plaques and engraving may be ordered through the company which provides the State Fair awards or any other

awards company. The name of the company will be listed in the State Fair program each year.

Information for Regional Fair Directors

1. Each region will be allowed a maximum of 54 entries to the State Fair as follows:

   a. Individual first and second place winners in Division I, II, and III in each of the six disciplines
   b. Group first place winners ONLY in Division I, II, and III in each of the six disciplines

   Ties may not be entered in regional or state competition.

2. A $5.00 registration fee must be collected for each project entered in the State Fair. The regional directors are responsible for collecting the entry fee and submitting the fees with properly completed registration forms to the State Fair. Registration fees with summary sheet, and student registration forms are due into the State Fair no later than ten (10) working days prior to the State Fair. Please use the forms that are provided within this Bulletin.

3. Copies of information concerning regional fairs should be sent to the Social Studies Section, Department of Education, P.O. Box 94064, Baton Rouge, LA 70804-9064.

STATE FAIR ENTRIES

Division I	Individual Projects Submitted	Group Projects Submitted
Anthropology	_____	_____
Economics	_____	_____
Geography	_____	_____
History	_____	_____
Political Science	_____	_____
Sociology	_____	_____

Division II	Individual Projects Submitted	Group Projects Submitted
Anthropology	_____	_____
Economics	_____	_____
Geography	_____	_____
History	_____	_____
Political Science	_____	_____
Sociology	_____	_____

Division III	Individual Projects Submitted	Group Projects Submitted
Anthropology	_____	_____
Economics	_____	_____
Geography	_____	_____
History	_____	_____
Political Science	_____	_____
Sociology	_____	_____
TOTALS:	_____	_____

Amount submitted: Total projects X $5.00 = _____
Make one check payable to LCEE. Send to Social Studies Section, Louisiana Department of Education, P.O. Box 94064, Baton Rouge, LA 70804-9064

Official Entry Form
Social Studies State Fair
P.O. Box 94064
Baton Rouge, LA 70804-9064

Please print or type. Use only one form for both group and individual projects.

Title of Project _____

Student's(s') Name(s) _____

Address _____
(Street) (City) (ZIP)

Please check the correct classification for projects.

Division I (Grades 4-6) Individual or Group

Division II (Grades 7 & 8) Individual or Group

Division III (Grades 9-12) Individual or Group

Discipline: _____ Anthropology _____ Economics _____ Geography

_____ History _____ Political Science _____ Sociology

Name of school _____

School address _____
(Street) (City) (Zip)

School phone _____
(Area Code) (Number)

Sponsoring teacher(s) _____
(First and Last Name)

Consider for: _____ Louisiana Award _____ Other Available Awards

Note: This entry form with the $5.00 entry fee must be returned to the Regional Fair Director and signed by the Regional Fair Director to be accepted into the Social Studies State Fair.

_____ _____
Regional Fair Director Region Number

I have read, understand, and agree to abide by all Social Studies Fair rules and regulations. This project was created and completed by me/us without direct, significant aid/assistance from anyone other than my/our sponsoring teacher.

_____ _____
Student(s') Signature(s)

JUDGING FORM

Please circle appropriately:

Division I II III Project # _____

Title:_____

Discipline: Anthro /Eco /Geog/ Hist/ Pol Sci /Soc

Group Individual

(Check or score where appropriate)

	Poor	Fair	Good	Excellent	Superior
Research					
Depth of Research	1	2	3	4	5
Scope of subject matter					
Quality of content					
Purpose/research/conclusions clearly stated					
Bibliography					
Oral Presentation					
Knowledge of subject matter	1	2	3	4	5
Speaking ability					
Flow of speech					
Quality of presentation					
Display (Board)					
Self explanatory	1	2	3	4	5
Educational					
Reflects thought, research, and organization					
Neat, attractive, sturdy					
Creative Ability					
Subject shows creative ability and organization in development of topic	1	2	3	4	5

Overall rating: Poor Fair Good Excellent Superior

OR

Total Points _____

Place: 1st 2nd 3rd 4th Special award: _____

Comments _____

_____

A Guide to Social Studies Fair Projects

This portion of the Social Studies Fair Bulletin is intended to identify key elements in a social studies project, describe how those elements should be developed, and offer incidental information for teachers and students about how to initiate, develop, and present a social studies fair project.

The information in this part of the Bulletin is intended for teachers, students, fair committee members, and judges. Since teachers are an essential resource in the development of social studies fair projects, it is important that they have proper, accurate information about fair projects to share with their students. Students can use this portion of the Bulletin to help avoid wasted time and reduce their frustration in the development of fair projects. Fair committee members must respond to many questions from both teachers and students about social studies fair projects so the information here can help them respond easily and accurately to inquiries and questions. Finally, the information within this section can be of use to judges who must decide which project, among many, is most worthy of recognition.

The Basics of a Social Studies Project

The development of every social studies fair project should consider these things:

A. A topic
B. A physical display
C. A research paper
D. An oral presentation

Selecting a topic:

The best way for a student to select a topic is to identify something about which they are curious; students always have questions about many different topics, subjects, events, people, and places. The student should identify one of these or anything else that may pique their curiosity, then contemplate the subject matter.

In considering a topic, remember:

1. Value--The topic should be enlightening on some significant aspect of human experience.

2. Originality--If a project has been the subject of a previous investigation, the proposed new study should either furnish substantial new evidence or provide a significant new interpretation.

3. Practicality--Sources must be available which one may use conveniently and without fear of censorship. The scope of the subject should be neither too limited nor too broad.

4. Unity--Every project must have a unifying theme, or be directed to a certain question or thesis; thus there is a point of departure, the development of subject, and specific conclusions.

There are unlimited topics for study especially at the local level. These include studies of business, churches, governments, biographies, community changes, and other such topics. It must be understood, however, that any one phase may involve one or all of the social studies. For example, the evolution of business represents one phase of economics; its impact on people involves sociology and its influence on people involves psychology. Even though the project encompasses many disciplines, it must be entered for competition in the discipline of major emphasis.

In selecting a topic the student should exercise care regarding the scope of the project. The project topics should not be so broad that it cannot be given good in-depth treatment. Conversely, the student's topic should not be too specific. For example, a topic such as World War II may be too broad and too difficult to complete everything about that historical event in one comprehensive project. On the other hand, a topic such as Louisiana in World War II may be too narrow because information on Louisiana's involvement in the war would be too limited. A specific topic would, perhaps, be more suitable; some examples are the War in the Pacific, the bombing of Pearl Harbor, the Allied invasion of Europe, the development of the atomic bomb, or the Battle of the Bulge.

It is possible that a student may be able to successfully create a project on World War II or Louisiana in World War II. The key is how the student treats the topic. A student might be able to create a project with a unique perspective on both these topics. However, great care should be given to find the middle ground between topics that are too broad and topics that are too narrow.

Once a reasonable topic is selected, a title could be given to the project. The title should be short and descriptive and create a picture of the project. It should pique the judges' curiosity and spark an interest in learning more about the project associated with the title. It may be that the best title for the project might emerge from the research and the title could be assigned after the research is completed.

Once the topic and/or the title is selected the student should begin research. Information can be gathered from many sources, especially school, public or college/university libraries.

Sources of information concerning one project may require only questionnaires to a sample of people and the tabulation of results; another project may be based on the study of manuscripts and/or newspapers and still another project may be based on government publications or those of some specialized agency. The following are fruitful sources of information for researchers in the social sciences:

A. Newspapers, magazines, published letters, memos
B. Unpublished manuscripts (wills, letters, deeds, church minutes, diaries)
C. Government publications (international, national, state, and local)
D. Publications by private agencies, physical remains, (buildings, battle areas, artifacts)
E. Oral interviews, polls and questionnaires, photographs, sound recordings, and films

As a rule, a good researcher uses a variety of these and the use of one leads to the use of another.

Students should consult general reference materials first if they have no background information at all or if the topic is not current. Some suggested reference sources of this type are:

A. Encyclopedias
B. Atlas and gazeteers
C. Almanacs
C. Yearbooks and handbooks
D. Biographical dictionaries

If the information is very current, information can be found through the use of:

A. Reader's Guide to Periodical Literature
B. Vertical files
C. Newspapers or news magazine
D. Current Biography

One of the most powerful tools for library research (other than the librarian!) is the card catalog. This invaluable tool will allow the student to locate information according to the title of a book, subject, or author.

Another excellent, often overlooked source is community people who can offer oral information about a wide range of topics and events. Students with appropriate topics will find these people a fine source of information which can enrich their projects with unique and often unusual information unavailable from other sources. Other information can be secured from community people in the form of questionnaires or surveys.

Social studies and other teachers with responsiblities for developing skills should not miss the opportunity to provide appropriate instruction in these areas to students working on fair projects: reading, writing, research and reference, study, thinking and other skills. Instruction should be coordinated with the develpment of social studies projects.

Project Display

The display is the physical representation of your theme or topic. It must fit within a space 36 inches wide and 30 inches deep. It cannot weigh over 100 pounds or be taller than 100 inches. The project may assume one of several forms:

A. Visual projects--This type project relies primarily on visual elements to convey to the judges the meaning of the project.

B. Audio projects--This type project relies primarily on audio elements to convey to the judges the meaning of the project,

C. Audio-visual projects--This type project relies on both audio and visual elements to convey to the judges the meaning of the project.

In all the forms, the student should still have a research paper and should be prepared to give an oral presentation to the judges.

Other points to remember about the physical appearance of the project are:

A. The title of the project must be on the display.
B. Use one color printing to avoid confusion.
C. The materials used for the project can vary but it should be safe, strong, light weight and self-supporting.
D. Use attractive materials and lettering.
E. Words should be seen easily from a distance of three to five feet.
F. Choose colors which have good value contrast. Value contrast is the amount of darkness or lightness in a color. For example, navy-blue letters on a yellow background are easier to read than orange letters on an yellow background.

Suggested colors are:

1. White on black
2. Black on yellow
3. Black on orange
4. Yellow on green
5. Orange on purple
6. White on purple
7. Navy-blue on yellow
8. Purple on yellow

G. Avoid the use of purchased items and little plastic figures. Be creative; make your own figures from available materials or handmade items. Use original

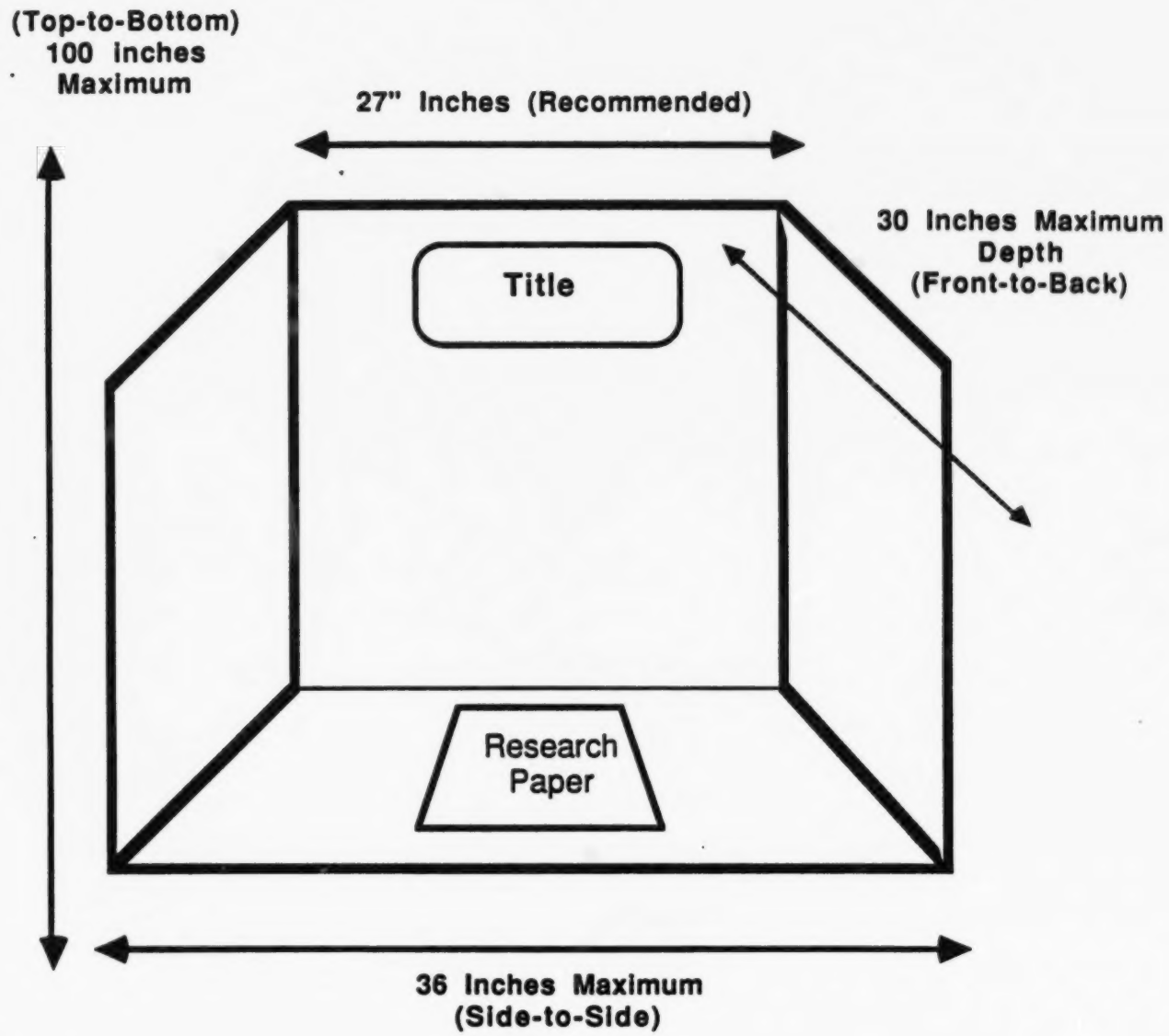
materials or pictures where possible and avoid the use or over-use of photocopies.

H. Do not use flammable, toxic or other dangerous materials or objects.

Various project media can be included in the project. These include:

A. Charts
B. Documentaries
C. Murals
D. Maps
E. Statistical analysis
F. Diagrams
G. Photographs
H. Graphs
I. Mock-ups Surveys

Size and Weight Requirements
for
Social Studies Fair Projects



Note: The paper and title may be placed anywhere on the project. No part of the project may extend beyond the above listed measurements.

The Research Paper

A well developed research paper must accompany each social studies fair project. The research paper must include these items:

1. Title Page

   Good titles usually are short, descriptive, and create pictures in the minds of the audience. A title should hint at the subject without telling the whole story like a riddle that sparks interest because it makes the listener think.

2. Table of Contents

   All major elements in the paper should be listed with the appropriate page number.

3. Abstract

   It is a brief (approximately 250 words) summary of the content, purpose, and reference sources used in the paper. The purpose of the report should be based on the questions you asked or the problem you identified. The following is an example of an abstract.

Abstract

This project is about the internment of Japanese-American citizens during World War II. The project will describe the historical background for popular sentiment against Japanese-Americans living on the west coast of the United States at the begining of World War II. The project will show that the internment of these people was not an act to increase national security, but was part of a greater effort to calm an alarmed American public frightened by the sudden attack on Pearl Harbor. Further, the project will show that the interment of these American citizens was inconsistent with Constitutional principles.

Information for this project was secured from various sources including books, periodicals, and government documents. Also included with the project will be taped interviews with legal experts and Japanese-Americans.

This project intends to demonstrate that even in times of national emergency, citizens must be careful to ensure constitutional rights.

4. Body of Paper

This part of the paper tells the story of the project. It should include information about the basic purpose of the report, relevant questions asked, and information gathered for the research. The length of the paper may vary depending on the type of project but it should be of adequate length to appropriately cover the topic.

5. Conclusion

The general ideas the student discovered or learned from doing the project should be concisely described in this section.

6. Footnotes

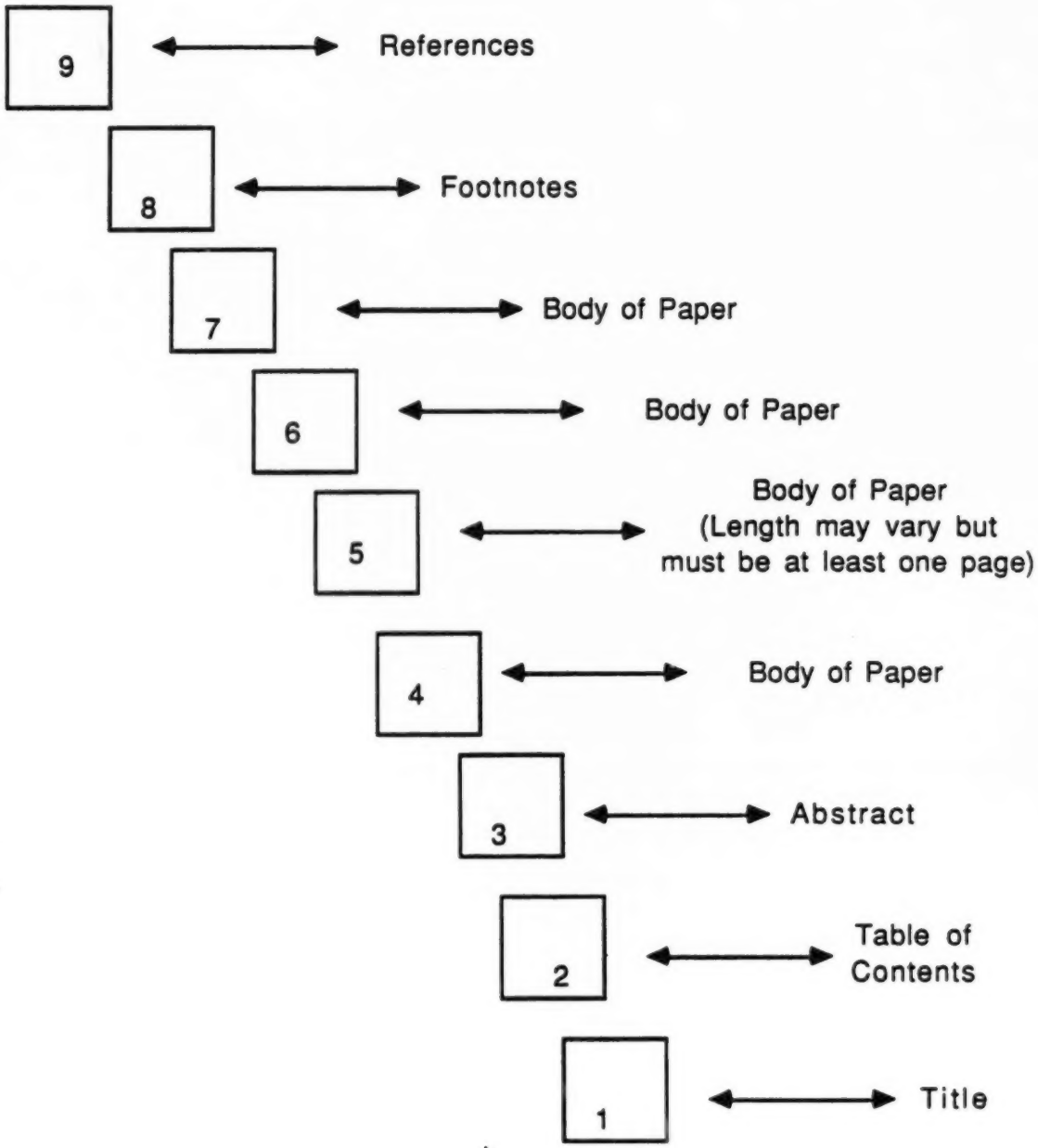
Any information (including oral interview information) directly cited in the report or paraphrased should be properly indicated in the body of the research paper. Footnotes are required in Division III research papers.

7. Bibliography/references

All books, articles and other sources, including interviews, which were used in the report must be listed. Any of the standard bibliographic or reference style such as the American Psychological Association, Turabian, University of Chicago, Modern Language Association, etc. may be used.

Each part of the research paper should be clearly identified.

Elements In a Research Paper
For a Social Studies Fair Project



The Oral Presentation

Each student must give an oral presentation to judges on their project. The student should also be prepared to respond to any questions that might be asked about the project. The oral presentation should be concise, direct, and in logical order: responses to questions should also be concise and direct. These are some things that will be beneficial in the oral presentation when responding to questions:

A. Keep eye contact with judges.
B. Stand on both feet.
C. Dress neatly.
D. Stay within the time limit.
E. Integrate the display into the presentation.
F. Use conversational speech.
G. Relax, speak slowly and clearly.

There are several things that should be avoided during the oral presentation. These include:

A. Chewing gum or tobacco
B. Moving nervously
C. Standing in front of or obscuring the project
D. Using note cards or notes
E. Putting hands in pockets
F. Wearing heavy jewelry or distracting clothing

Parent Involvement

Appropriate parent and teacher involvement in a social studies project is essential. Both parents and teachers should remember that the most important ingredient in any project is the amount of work the student accomplishes, how much knowledge he or she acquires, and how much initiative is displayed. Many abilities are developed: researching, organizing, outlining, measuring, calculating, reporting, and presenting. These involve the reading, writing, arithmetic, and social skills that are a part of successful daily living.

There are some points that both teachers and parents should keep in mind:

A. Parents and teachers should support and encourage involvement in the social studies program.

B. The emphasis should be on student achievement and learning and not strictly on "winning."

C. It is appropriate for parents and teachers to work with students to insure that projects are safe.

D. Some forms of parental or teacher involvement which are welcomed include:

1. Suggesting project ideas
2. Suggesting reference sources
2. Transportation to libraries, businesses, museums, and other places that are sources of project information
3. Being a good listener for practice oral presentations
4. Offering general constructive criticisms
4. Giving encouragement to students
5. Monitoring construction of the project to insure safety

Titles From the
1986 Social Studies State Fair

1. "Public Opinion Concerning Casino Gambling"
2. "Battered Children Syndrome"
3. "Robotics': Its Effects on the Economy"
4. "Drinking and Driving"
5. "OPEC: The End of an Era?"
6. "Life in the Old Stone Age"
7. "Lucy: Man's Link With the Past"
8. "Cajun Food: How Popular Is It?"
9. "How Did Early Man Come to America?"
10. "Louisiana History Trivia"
11. "Is Terrorism the New Wave of Warfare?"
12. "Galvez's Attack on English Possessions"
13. "Louisiana Coastal Wetlands: To Save or Not to Save?"
14. "The Bloodiest Day: The Battle of Antietam"
15. "Italy: A Flavorful Land"

16. "The Tiwa Indians of the Taos Pueblo"

17. "Restoring Miss Liberty"

18. "Bayou Lassene Indian Mound"

19. "The Incan Civilization"

20. "The Reign of Terror"

21. "SDI: The Star Wars Project"

22. "Mexico: The Mountain Country"

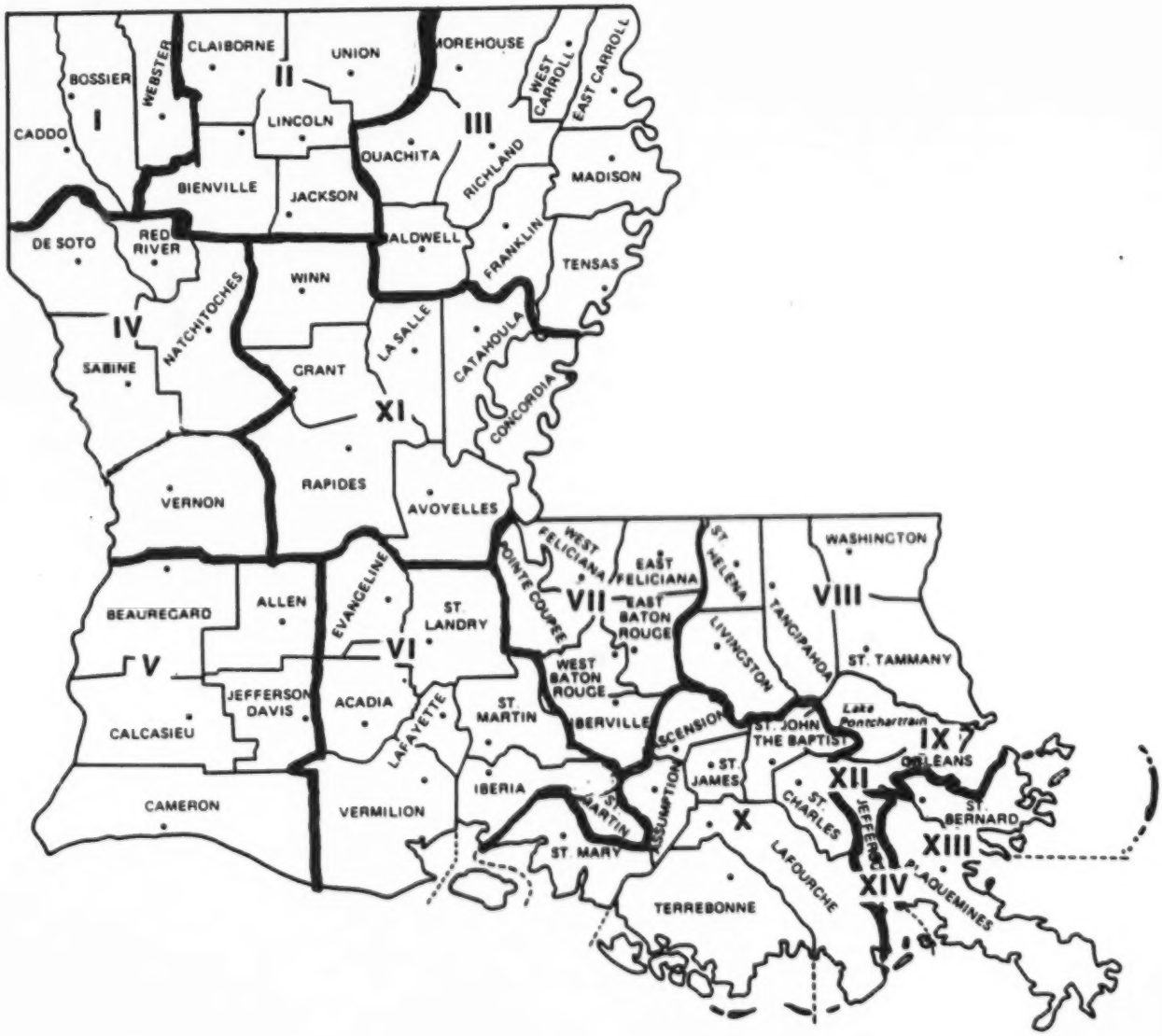
23. "Capital Punishment: Should We Defend It or Oppose It?"

24. "St. Bernard Parish"

25. "Arson: A Red Hot Problem"

A limited number of slides sets of social studies projects are available for loan from the Social Studies Section, Louisiana Department of Education, P.O. Box 94064, Baton Rouge, LA 70804-9064. (504-342-1136/3421). These slides are available for loan up to three weeks.

Map of the Regional Social Studies Fair Areas



State and Regional Fair Directors
Spring 1987

State Fair Director.....Mr. Phillip Larimore
Department of Anthropology
and Geography
Louisiana State University
(Baton Rouge)
Room 227 Geology Building
Baton Rouge, LA 70003
(504) 388-6183

Region I.....Dr. Jim Sabin
College of Education
Louisiana State University
(Shreveport)
8515 Youree Drive
Shreveport, LA 71115
(318) 797-5034

Region II.....Dr. Jerry Johnson
College of Education
Louisiana Tech University
Ruston, LA 71270
(318) 257-3664

Region III.....Ms. JoAnn Welch
Teacher Education Center
Straus 228
Northeast Louisiana University
Monroe, LA 71209
(318) 342-2003

Region IV.....Mrs. Dottie DeSelle
CenLa PDC
Teacher Education Center
Northwestern Louisiana University
Natchitoches, LA 71457
(318) 357-4182

Region V.....Mrs. Ruth Thomas
LeBlanc Junior High School
1100 North Crocker
Sulphur, LA 70602
(318) 527-9894

Region VI.....Mrs. Trudie Bryant-Oubre
University of Southwestern Louisiana
USL Station
P.O. Box 44548
Lafayette, LA 70504
(318) 231-6553

Region VII.....Mrs. Catherine St. Amant
Supervisor of Social Studies
East Baton Rouge Parish School Board
P.O. Box 2950
Baton Rouge, LA 70821
(504) 922-5491

Region VIII.....Dr. William Robison
Government and History Department
Southeastern Louisiana University
P.O. Box 322
University Station
Hammond, LA 70402
(504) 549-2111

Region IX.....Mr. John A. Jones, Jr.
Orleans Parish School Board
4100 Touro Street
New Orleans, LA 70116
(504) 483-6425

Region X.....Dr. Robert Clement
Department of Education
Nicholls State University
University Station
Thibodaux, LA 70301
(504) 448-4333

Region XI.....Mrs. Marietta Booth
Brame Junior High School
4800 Dawn Drive
Alexandria, LA 71301
(318) 443-3688

Region XII & XIV.....Mr. John Alexander
Social Studies Consultant
Jefferson Parish School Board
501 Manhattan Blvd.
Harvey, LA 70058
(504) 367-3120

Region XIII.....Dr. Harold Graham
Plaquemine Parish School Board
P.O. Box 70
Port Sulphur, LA 70083
(504) 564-2743